

# ACTE Quality CTE Program of Study Framework



## Element 12: Data and Program Improvement

The ACTE Quality CTE Program of Study Framework™ (2018 version) and companion self-evaluation instrument is an evidence-based framework defining high-quality CTE. With more than 90 criteria organized under 12 elements, the Framework captures the full range of activities across a CTE program of study that are essential for quality. Access the complete framework, the self-evaluation instrument and resources that support success within each element at [www.acteonline.org/high-quality-cte](http://www.acteonline.org/high-quality-cte).

### Criteria Under the Data and Program Improvement Element

*This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.*

- a. All stakeholders understand why data are collected, how they will be used and their value in supporting student success.
- b. Processes and supports are in place in the program of study to ensure the timely and accurate collection and submission of valid and reliable data for required reporting.
- c. In addition to data required for reporting, data aligned with program of study goals and the elements of the ACTE Quality CTE Program of Study Framework are collected to aid in program improvement.
- d. Labor market information is used to inform program of study decision-making and support program improvement.
- e. Privacy and security protections that adhere to all federal, state and local privacy laws are in place for data collection, storage, analysis and reporting.
- f. Educators have access to relevant, valid and reliable aggregate data on all students participating in the program of study.
- g. Educators have access to relevant, valid and reliable data disaggregated by gender, race and ethnicity, and special population status, thus facilitating the comparisons of access and performance among subpopulations and with the general student population and the identification of equity gaps.
- h. Data is shared in an easy-to-understand format with students, parents/guardians (as appropriate), partners and the public.
- i. There is a formal process in place for the systematic and continuous use of data, including student access and performance data and program evaluation results, for program improvement, including addressing equity gaps.



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### Additional Criteria Relevant to Data and Program Improvement

The Framework criteria are designed to be mutually exclusive to ensure that programs are not doubly rewarded or punished for criteria that they have or have not implemented. However, the following criteria from other elements of the Framework can add relevance to an assessment of progress on the Data and Program Improvement element.

- *Standards-aligned and Integrated Curriculum*: A criterion about reviewing curriculum regularly, with stakeholders, to ensure it reflects evidence-based models and evaluations of student performance (g).
- *Student Assessment*: Criteria addressing the selection of valid and reliable student assessments that provide objective data on student attainment of technical, academic and employability skills (c, e, f, g).
- *Prepared and Effective Program Staff*: Criteria about professional development, administrator supports and collaboration opportunities that help staff effectively use data for program improvement (d, f, g).
- *Business and Community Partnerships*: A criterion describing partners' role in evaluating the effectiveness of a program of study (h).
- *Student Career Development*: A criterion about the need for career development professionals to have access to up-to-date labor market information to aid student decision-making (h).
- *Work-based Learning*: A criterion describing the need for students to reflect on and document learning resulting from work-based learning experiences (i).